

# **Проект**

## **Демонстрационный вариант по АНГЛИЙСКОМУ ЯЗЫКУ**

### **Пояснения к демонстрационному варианту**

При ознакомлении с Демонстрационным вариантом 2009 года следует иметь в виду, что задания, включенные в демонстрационный вариант, не отражают всех вопросов содержания, которые будут проверяться с помощью вариантов КИМ в 2009 году. Полный перечень вопросов, которые могут контролироваться на едином государственном экзамене 2009 года, приведен в кодификаторе элементов содержания по английскому языку для составления контрольных измерительных материалов (КИМ) единого государственного экзамена 2009 г.

Назначение демонстрационного варианта заключается в том, чтобы дать возможность любому участнику ЕГЭ и широкой общественности составить представление о структуре будущих КИМ, числе, форме, уровне сложности заданий: базовом, повышенном и высоком. Приведенные критерии оценки выполнения заданий с развернутым ответом (тип «С»), включенные в этот вариант, позволят составить представление о требованиях к полноте и правильности записи развернутого ответа.

Эти сведения позволят выпускникам выработать стратегию подготовки и сдачи ЕГЭ в соответствии с целями, которые они ставят перед собой.

## **Единый государственный экзамен по АНГЛИЙСКОМУ ЯЗЫКУ**

### **Демонстрационный вариант 2009 г.**

### **Инструкция по выполнению работы**

Экзаменационная работа по английскому языку состоит из пяти разделов, включающих 48 заданий.

Раздел 1 (Аудирование) включает 15 заданий, из которых первое – на установление соответствия и 14 заданий с выбором одного правильного ответа из трех предложенных. Рекомендуемое время на выполнение Раздела 1 – 30 минут.

Раздел 2 (Чтение) включает 9 заданий, из которых 2 задания на установление соответствия и 7 заданий с выбором одного правильного ответа из четырёх предложенных. Рекомендуемое время на выполнение Раздела 2 – 30 минут.

Раздел 3 (Грамматика и лексика) включает 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выбором одного правильного ответа из четырёх предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 – 40 минут.

По окончании выполнения заданий каждого из этих разделов не забывайте переносить свои ответы в Бланк ответов № 1.

Раздел 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы – 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Раздел 5 (Говорение) включает два задания: тематическое монологическое высказывание и диалог с целью обмена оценочной информацией. Время устного ответа – 10 минут на одного испытуемого.

Чистое время проведения экзамена на одного человека (без учёта времени ожидания и инструктажа) 170 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

**Желаем успеха!**

## Раздел 1. Аудирование

*Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.*

**B1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке A – G. Используйте каждое утверждение, обозначенное соответствующей буквой, **только один раз**. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

- A. Different activities in a foreign country helped the speaker learn the language.
- B. The speaker learns the foreign language while listening to music.
- C. The speaker thinks that some foreign languages give better career opportunities than others.
- D. The speaker's hobby was a strong motivation for learning the foreign language.
- E. The speaker started learning the foreign language because she / he was going to travel.
- F. A job in a foreign country helped the person speak the language better.
- G. Mixing with native speakers helped the speaker learn about their way of life.

Говорящий	1	2	3	4	5	6
Утверждение						

*Вы услышите разговор матери с сыном. Определите, какие из приведённых утверждений A1 – A7 соответствуют содержанию текста (1 – **True**), какие не соответствуют (2 – **False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – **Not stated**). Обведите номер выбранного вами ответа. Вы услышите запись дважды.*

**A1**

Ted and his mother had breakfast together.

- 1) True                                      2) False                                      3) Not stated

**A2**

Ted made more sandwiches for breakfast than he could eat.

- 1) True                                      2) False                                      3) Not stated

**A3**

Ted is going to be away from home for the whole day.

- 1) True                                      2) False                                      3) Not stated

**A4**

Ted's mother forgot about Riverdale Day.

- 1) True                                      2) False                                      3) Not stated

**A5**

The playground area is not as big as it should be.

- 1) True                                      2) False                                      3) Not stated

**A6**

Ted friend's father is going to work on the playground on Riverdale day.

- 1) True                                      2) False                                      3) Not stated

**A7**

Ted's mother had to work overtime the whole week.

- 1) True                                      2) False                                      3) Not stated

*Вы услышите интервью с иммигрантом из Кении. В заданиях **A8 – A14** обведите цифру **1, 2** или **3**, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.*

**A8** The life of the speaker's family was difficult because

- 1) his father didn't have stable money for his work.
- 2) they suffered from unemployment.
- 3) they didn't have any financial support from the state.

**A9** An obvious advantage of the house the speaker lived in was that it

- 1) had a modern water supply system.
- 2) had a design suitable for hot climate.
- 3) was close to the railway station.

**A10** The speaker went to school which

- 1) was designed by a famous English architect.
- 2) had a reputation for its good educational quality.
- 3) was opened by the Duke of Gloucester.

**A11** The Duke's visit to school gave the speaker a chance to

- 1) see a different side of the school authorities.
- 2) show himself in a good light.
- 3) shake hands with a British aristocrat.

**A12** The fact that very little was taught at school about their native country

- 1) extremely puzzled all the students.
- 2) made students wish things were different.
- 3) was hardly questioned by students.

**A13** The speaker remembers that when he was a child

- 1) there were delicious things he could only dream of trying.
- 2) his parents made him eat different kinds of fruit.
- 3) he was exceptional in his attitude to luxury things.

**A14** The speaker's mother was often furious with him for

- 1) behaving badly at school.
- 2) going wild at home.
- 3) spending much time outdoors.

*По окончании выполнения заданий **B1** и **A1 – A14** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B1, A1 – A14** располагаются в разных частях бланка. **B1** расположено в нижней части бланка. При переносе ответов в задании **B1** буквы записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

B2

*Установите соответствие между заголовками A – H и текстами 1 – 7. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании один заголовок лишний.*

- |                               |                                |
|-------------------------------|--------------------------------|
| <b>A. First computers</b>     | <b>E. Professional sport</b>   |
| <b>B. Risky sport</b>         | <b>F. Shopping from home</b>   |
| <b>C. Shopping in comfort</b> | <b>G. New users</b>            |
| <b>D. Difficult task</b>      | <b>H. Digging for the past</b> |

1. A group of university students from Brazil have been given the job of discovering and locating all the waterfalls in their country. It is not easy because very often the maps are not detailed. The students have to remain in water for long periods of time. Every day they cover a distance of 35 to 40 kilometers through the jungle, each carrying 40 kilos of equipment.

2. For many years now, mail-order shopping has served the needs of a certain kind of customers. Everything they order from a catalogue is delivered to their door. Now, though, e-mail shopping on the Internet has opened up even more opportunities for this kind of shopping.

3. Another generation of computer fans has arrived. They are neither spotty schoolchildren nor intellectual professors, but pensioners who are learning computing with much enthusiasm. It is particularly interesting for people suffering from arthritis as computers offer a way of writing nice clear letters. Now pensioners have discovered the Internet and at the moment they make up the fastest growing membership.

4. Shopping centres are full of all kinds of stores. They are like small, self-contained towns where you can find everything you want. In a large centre, shoppers can find everything they need without having to go anywhere else. They can leave their cars in the shopping centre car park and buy everything in a covered complex, protected from the heat, cold or rain.

5. Not many people know that, back in the fifties, computers were very big, and also very slow. They took up complete floors of a building, and were less powerful, and much slower than any of today's compact portable computers. At first, the data they had to process and record was fed in on punched-out paper; later magnetic tape was used, but both systems were completely inconvenient.

**6.** Potholing is a dull name for a most interesting and adventurous sport. Deep underground, on the tracks of primitive men and strange animals who have adapted to life without light, finding unusual landscapes and underground lakes, the potholer lives an exciting adventure. You mustn't forget, though, that it can be quite dangerous. Without the proper equipment you can fall, get injured or lost.

**7.** Substantial remains of an octagonal Roman bath house, probably reused as a Christian baptistry, have been uncovered during a student training excavation near Faversham in Kent. The central cold plunge pool was five metres across, and stood within a structure which also had underfloor heating and hot pools, probably originally under a domed roof.

1	2	3	4	5	6	7

**В3**

*Прочитайте текст и заполните пропуски 1 – 6 частями предложений, обозначенными буквами А – Г. Одна из частей в списке А – Г лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.*

Before the Hubble Space Telescope was launched, scientists thought they knew the universe. They were wrong.

The Hubble Space Telescope has changed many scientists' view of the universe. The telescope is named after American astronomer Edwin Hubble, 1 \_\_\_\_\_.

He established that many galaxies exist and developed the first system for their classifications.

In many ways, Hubble is like any other telescope. It simply gathers light. It is roughly the size of a large school bus. What makes Hubble special is not what it is, 2 \_\_\_\_\_.

Hubble was launched in 1990 from the "Discovery" space shuttle and it is about 350 miles above our planet, 3 \_\_\_\_\_.

It is far from the glare of city lights, it doesn't have to look through the air, 4 \_\_\_\_\_.

And what a view it is! Hubble is so powerful it could spot a fly on the moon.

Yet in an average orbit, it uses the same amount of energy as 28 100-watt light bulbs. Hubble pictures require no film. The telescope takes digital images 5 \_\_\_\_\_.

Hubble has snapped photos of storms on Saturn and exploding stars. Hubble doesn't just focus on our solar system. It also peers into our galaxy and beyond. Many Hubble photos show the stars that make up the Milky Way galaxy. A galaxy is a city of stars.

Hubble cannot take pictures of the sun or other very bright objects, because doing so could "fry" the telescope's instruments, but it can detect infrared and ultra violet light

6 \_\_\_\_\_.

Some of the sights of our solar system that Hubble has glimpsed may even change the number of planets in it.

- A. which is above Earth's atmosphere.
- B. which are transmitted to scientists on Earth.
- C. which is invisible to the human eye.
- D. who calculated the speed at which galaxies move.
- E. so it has a clear view of space.
- F. because many stars are in clouds of gas.
- G. but where it is.

1	2	3	4	5	6

*Прочитайте рассказ и выполните задания A15 – A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

Sometimes my father scares me. He can tackle something he knows nothing about, and nine times out of ten, it will come out all right. It's pure luck, of course, but try convincing him. "Frame of Mind," he says. "Just believe you can do a thing, and you'll do it." "Anything?" I asked. "Some day your luck will run out. Then see what good your Frame of Mind will do," I said.

Believe me, I am not just being a smart alec. It so happens that I have actually tried Frame of Mind myself. The first time was the year I went all out to pass the civics final. I had to go all out, on account of I had not cracked a book all year. I really crammed, and all the time I was cramming I was concentrating on Frame of Mind. Just believe you can do a thing – sure. I made the lowest score in the history of Franklin High. "Thirty-three percent," I said, showing my father the report card. "There's your Frame of Mind for you." He put it on the table without looking at it. "You have to reach a certain age and understanding," he explained. "That's the key to Frame of Mind." "Yeah? What does a guy do in the meantime?" "Maybe you should study. Some kids learn a lot that way."

That was my first experience with Frame of Mind. My latest one was for a promotion at the Austin Clothing Store. Jim Watson had a slightly better sales record and was more knowledgeable and skillful. Me, I had Frame of Mind. Jim Watson got the job. Did this convince my father? It did not. To convince him, something had to happen. To him, I mean. Something did happen, too, at the Austin Clothing Store. My father works there, too. What happened was that Mr Austin paid good money for a clever Easter window display. It's all set up and we're about to draw the curtain when we discover the display lights won't work. I can see Mr Austin growing pale. He is thinking of the customers that could go right by his store in the time it will take him to get hold of an electrician.

This is when my father comes on the scene. "Is something the matter?" he says. "Oh, hello, Louis," Mr Austin says. He calls my father "Louis." Me, Joe Conklin – one of his best salesmen – he hardly knows. My father, a stock clerk, he calls "Louis." Life isn't always fair. "These darned lights won't work." "H'mm, I see," my father says. "Maybe I can be of service." From inside his pocket comes a screwdriver. Mr Austin looks at him. "Can you help us, Louis?" "No, he cannot," I volunteer. "You think he's Thomas Edison?" I don't intend to say that. It just slips out. "Young man, I was addressing your father," Mr Austin says, giving me a cold hard look. My father touches something with his screwdriver and the display lights go on.

What happened next was that the big safe in Mr Austin's office got jammed shut with all our paychecks in it. From nowhere comes my father. "Is something the matter?" he says. "The safe, Louis," Mr Austin is saying. "It



won't open, I was going to send for you." "H'mm, I see," my father says. "Can you help us, Louis?" Mr Austin inquires. I start to say he cannot, but I stop myself. If my father wants to be a clown, that's his business. "What is the combination of this safe?" my father says. Mr Austin whispers the combination in my father's ear. Armed with the combination, he starts twirling the knob. I can't believe it: grown men and women standing hypnotized, expecting that safe door to open. And while they stand there, the safe door opens.

"Go ahead, say it was luck, my opening the safe today," my father says. "OK," I reply. Then I tell him what I saw in the faces of those people in Mr Austin's office: confidence and trust and respect. "The key to Frame of Mind is you have to use it to give support to those who need it when there's no one else to save the situation. Otherwise it will not work."

**A15** The narrator thought that his father

- 1) believed that he was the luckiest man in the world.
- 2) was a knowledgeable and highly qualified man.
- 3) succeeded in almost everything he did.
- 4) didn't mind being called a lucky man.

**A16** In paragraph 2 "I had to go all out" means that the narrator had to

- 1) take the civics examination one more time.
- 2) take the civics examination in a different school.
- 3) try as hard as he could to prepare for the exam.
- 4) find somebody to help him pass the exam.

**A17** They didn't promote the narrator because he had

- 1) proved less successful than Jim.
- 2) sold few records.
- 3) no Frame of Mind.
- 4) not reached the promotion age.

**A18** Mr Austin was in despair because

- 1) the curtain wouldn't draw open.
- 2) he couldn't find an electrician.
- 3) the display had cost him a lot of money.
- 4) he was likely to lose some customers.

**A19** When Mr Austin called the narrator's father "Louis" the young man felt

- 1) proud of his Dad.
- 2) hopeful of his Dad.
- 3) jealous of his Dad.
- 4) sorry for his Dad.

**A20**

The narrator was sure that

- 1) his Dad would open the safe.
- 2) his Dad knew nothing about safes.
- 3) Mr. Austin wanted to make fun of his Dad.
- 4) Mr. Austin had sent for his Dad to open the safe.

**A21**

According to Louis' words, Frame of Mind worked if one was

- 1) an expert in many fields.
- 2) ready to help other people.
- 3) a lucky person.
- 4) respectful and trustful.

*По окончании выполнения заданий **B2, B3** и **A15 – A21** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2 – B3, A15 – A21** располагаются в разных частях бланка.*

**Раздел 3. Грамматика и лексика**

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 – B10**, так чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 – B10**.*

**Where did the Olympic Games come from?****B4**

There are many different stories about the beginning of the Olympics. One myth says that Zeus himself started the Games. Athletic games \_\_\_\_\_ as an important part of many religious festivals in ancient Greek culture.

HOLD

**B5**

Spectators \_\_\_\_\_ to watch the games also enjoyed the beauty of architecture and landscape.

COME

**B6**

Olympia was one of the oldest religious centers in the ancient Greek world. The \_\_\_\_\_ sight at Olympia was the gold and ivory statue of Zeus.

IMPRESSIVE

**B7**

The statue was one of the Seven Wonders of the Ancient World. This explains why Olympia \_\_\_\_\_ as the site for the most important athletic competition.

CHOOSE

**B8**

Some athletes travelled hundreds of miles, from colonies. These colonies were as far away as modern Spain, Egypt, Ukraine and Turkey. Any free-born Greek (a man or a boy) \_\_\_\_\_ take part in the Olympics.

CAN

**B9**

\_\_\_\_\_ did not compete, they were also barred from attending the games, under penalty of death. Unmarried girls were allowed to attend.

WOMAN

**B10**

Unlike the modern Olympics, judges \_\_\_\_\_ from all over the world, but were drawn from Elis, the local region which included Olympia.

NOT COME

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11 – B16**, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 – B16**.*

### Arbor Day and Earth Day

**B11**

The first Arbor Day took place in April, 1872 in Nebraska. It was the brainchild of Julius Sterling Morton (1832-1902), a Nebraska journalist and \_\_\_\_\_ originally from Michigan.

POLITICS

**B12**

When he became a member of Nebraska's state board of agriculture, he proposed that a special day be set aside dedicated to tree planting and increasing \_\_\_\_\_ of the importance of trees. Nebraska's first Arbor Day was an amazing success. More than one million trees were planted.

AWARE

**B13**

On April 22, 1970, Arbor Day \_\_\_\_\_ were modified to emphasize the critical importance of the environment.

ACTIVE

**B14**

It was a time when cities were buried under their own smog and polluted rivers caught fire. Earth Day was created to remind people of their \_\_\_\_\_ to protect the planet.

RESPONSIBLE

**B15**

Now Earth Day is celebrated \_\_\_\_\_ around the globe.

ANNUAL

**B16**

What started as a day of national environmental recognition has evolved into a worldwide campaign to protect our \_\_\_\_\_ environment.

GLOBE

Прочитайте текст с пропусками, обозначенными номерами A22 – A28. Эти номера соответствуют заданиям A22 – A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### Tracy

Tracy was as excited as a child about her first trip abroad. Early in the morning, she stopped at a **A22** \_\_\_\_\_ agency and reserved a suite on the Signal Deck of the *Queen Elizabeth II*. The next three days she spent buying clothes and luggage.

On the morning of the sailing, Tracy hired a limousine to drive her to the pier. When she **A23** \_\_\_\_\_ at Pier 90, where the *Queen Elizabeth II* was docked, it was crowded with photographers and television reporters, and for a moment Tracy was panic stricken. Then she realized they were interviewing the two men posturing at the foot of the gangplank. The members of the crew were helping the passengers with their luggage. On deck, a steward looked at Tracy's ticket and **A24** \_\_\_\_\_ her to her stateroom. It was a lovely suite with a private terrace. It had been ridiculously expensive but Tracy **A25** \_\_\_\_\_ it was worth it.

She unpacked and then wandered along the corridor. In almost every cabin there were farewell parties going on, with laughter and champagne and conversation. She felt a sudden ache of loneliness. There was no one to see her **A26** \_\_\_\_\_, no one for her to care about, and no one who cared about her. She was sailing into a completely unknown future.

Suddenly she felt the huge ship shudder as the tugs started to pull it out of the harbor, and she stood **A27** \_\_\_\_\_ the passengers on the boat deck, watching the Statue of Liberty slide out of **A28** \_\_\_\_\_, and then she went exploring.

- |            |               |             |            |             |
|------------|---------------|-------------|------------|-------------|
| <b>A22</b> | 1) journey    | 2) trip     | 3) travel  | 4) tourist  |
| <b>A23</b> | 1) achieved   | 2) arrived  | 3) entered | 4) reached  |
| <b>A24</b> | 1) set        | 2) came     | 3) headed  | 4) directed |
| <b>A25</b> | 1) determined | 2) resolved | 3) decided | 4) assured  |
| <b>A26</b> | 1) in         | 2) off      | 3) of      | 4) after    |
| <b>A27</b> | 1) among      | 2) along    | 3) between | 4) besides  |
| <b>A28</b> | 1) glance     | 2) stare    | 3) sight   | 4) look     |

*По окончании выполнения заданий **B4 – B16, A22 – A28** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B4 – B16, A22 – A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4 – B16** буквы записываются без пробелов и знаков препинания.*

**Раздел 4. Письмо**

*Для ответов на задания C1, C2 используйте Бланк ответов № 2.*

*При выполнении заданий C1 и C2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом.*

*При заполнении Бланка ответов № 2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.*

*Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.*

**C1** You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Steve who writes

*... At school we are doing projects on reading habits of people in different countries. Could you tell me what kind of books you and the members of your family like reading?  
As for the family news my sister got married last week...*

Write a letter to Steve.

In your letter

- answer his questions
- ask **3 questions** about his sister's husband

Write **100 – 140 words**.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.  
Comment on the following statement.

*Our grandparents say their way of life was much more secure. However, young people have many more life opportunities nowadays.*

**What is your opinion? Which way of life do you find more satisfying?**

Write **200 – 250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion



## Раздел 5. Говорение

*Вы получите карточку, на которой представлены два задания для устного ответа: **C3** – тематическое монологическое высказывание, **C4** – диалог с целью обмена оценочной информацией. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.*

### Задания для экзаменуемого

**C3****Task 1 (3 – 3.5 minutes)**

Give a talk on **learning English**.

**Remember** to discuss:

- whether it is easy or difficult to learn English, why
- which is most important – grammar, vocabulary, pronunciation, why
- what you prefer doing – listening, speaking, writing, reading, why
- what you could do to improve your English.

You will have to talk for **1.5 – 2 minutes**. The examiner will listen **until you have finished**. Then she \ he will ask you some questions.

**C4****Task 2 (3 – 4 minutes)**

Your friend and you are asked to organize a special event during the Arts Week for senior classes of your school. You can choose from:

- **picture exhibition**
- **musical**
- **disco**
- **photo competition**

Discuss with your friend and choose the **one** you both would like to be responsible for.

**You begin** the conversation. The examiner will play the part of your friend.

**Remember to:**

- discuss **all** the options
- be **polite**
- take an **active** part in the conversation:
  - **explain** the situation
  - **come up** with **your** ideas
  - give **good reasons**
  - find out your **friend's attitudes** and take them into account
  - **invite** your friend to **come up with suggestions**
- come to an agreement

## **Карточка экзаменатора-собеседника**

### **Warm up**

- 1. Do you like going to school?**
- 2. What are your favourite classes / subjects?**
- 3. What do you like doing in your free time?**

**C3**

### **INTERLOCUTOR CARD**

#### **Task 1 (3 – 3.5 min)**

Let the student talk for **1.5 – 2 minutes**.

**Ask only those questions which the student has not covered:**

1. Is it easy or difficult to learn English, why?
2. Which is most important - grammar, vocabulary, pronunciation, why?
3. What do you prefer doing - listening, speaking, writing, reading, why?
4. How could you improve your English?

**Finally, you should ask each student the following:**

- **Does everyone need to learn English? Why?**
- **Would you like to learn any other foreign language in addition to English? Why?/Why not?**

#### **SKILLS TO BE TESTED:**

**The student is expected to demonstrate her / his ability to:**

- **speak at length elaborating on the topic,**
- **produce coherent utterances,**
- **give reasons,**
- **use accurate grammar structures and a good range of vocabulary appropriate to the context and function.**

C4

## INTERLOCUTOR CARD

### Task 2 (3-4 minutes)

You are discussing what special event to organize during the Arts Week. These are your ideas about each option:

	+	–
<b>A picture exhibition</b>	- I think everyone likes to draw since her / his childhood. So this idea may appeal to our friends.	- I don't really like this idea. It seems childish to me. - It takes a lot of time first to collect the pictures then to place them on the wall.
<b>A musical</b>	- We could perform a piece from a famous musical. They are very popular now.	- The idea is not bad, but it requires many people to be involved, plus time to rehearse, to practice music, to design costumes.
<b>A disco</b>	- I am in favour of this idea. We could invite some pop group and dance to live music.	- I think we all are bored to death with school discos.
<b>A photo competition</b>	- A fresh idea. I am sure that everyone has got an album with exciting pictures that will be interesting to look at.	- I am not sure that this idea will interest our schoolmates.

Note: Make **sure all the options** have been discussed.

When discussing each option **first** use the information that is contrary to what the student says. You may choose to make use of some ideas only.

Do not speak **first all the time** but ask the student what s/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if s/he readily agrees with the things you say. If the student says all the time, "What do you think about it?" without expressing her / his own opinion, say, "Sorry, I don't know." or "I'm not sure. How do you feel about it?"

### SKILLS TO BE TESTED.

The student is expected to demonstrate her / his ability to:

- initiate and maintain conversation:
  - **explain the situation**
  - **come up with suggestions**
  - **give good reasons**
  - **find out the partner's attitudes**
  - **invite the partner to come up with suggestions**
  - **agree or disagree with her / his partner's opinion**
- reach an agreement by taking into account the partner's attitudes.

## Приложение 1

### Тексты для аудирования

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

#### Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке А – G. Используйте каждое утверждение, обозначенное соответствующей буквой, **только один раз**. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

#### Speaker 1

In Spain I lived in a flat with students from the local university. In my drama class I met a Spanish girl who was looking for someone to speak English with. We became best friends and we spoke half the time in English, and half the time in Spanish. I also joined a gym and had great fun trying to do an aerobics class which was not a difficult task though the instructions were given in Spanish. On Sundays I went to the cinema and only watched Spanish films. Now I'm quite good at Spanish.

#### Speaker 2

I went to China to work as an English language teacher because I wanted to understand people who live in China. It took me a long time before I met local Chinese people with the same interests as I had. I met even more interesting people thanks to them. I had great fun and left China with a better understanding of the lifestyle of ordinary Chinese people.

#### Speaker 3

The first foreign language which I studied was French. I learnt it at a secondary school. Between school and university I spent three months working on two farms in southern France. This helped me to speak easily in French and to get a rich vocabulary connected with farming. I can still speak and read in French quite well. However, my written French is rather bad.

#### Speaker 4

I have always been good at languages that's why I studied French and German at high school. To brush up my French and German I took part in a few student exchange programmes. But then I thought that my chances of finding a good job might be improved if I chose a more unusual language. I considered Chinese,

Japanese and Arabic. Finally I decided on Chinese and Japanese, which I studied at the University of Leeds. During my second year I spent a term studying Chinese in China, and another term studying Japanese in Osaka.

### Speaker 5

I began learning Arabic because I planned to visit different Arabic-speaking countries, including Morocco. Using a textbook I learnt Arabic pronunciation, the Arabic script, a few words and a bit of grammar. Soon I spent some weeks in Morocco. Unfortunately I found out that my French was much more useful than the little Arabic I knew.

### Speaker 6

Many years ago I was given an Irish whistle as a birthday present. I liked it so much that soon I started to collect Irish tunes, songs and albums, it became my favourite occupation. I enjoyed listening to Irish music so much that I started playing it myself. As I listened to and played Irish music I got interested in the Irish language as well. And you see, my hobby led me to the decision to start learning the Irish language.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

### Задания A1 – A7

*Вы услышите разговор матери с сыном. Определите, какие из приведенных утверждений A1 – A7 соответствуют содержанию текста (1 – **True**), какие не соответствуют (2 – **False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – **Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Mother:** Morning, Ted.

**Ted:** Good morning, Mum.

**Mother:** I'm making scrambled eggs. Shall I make some for you or would you rather have a sandwich?

**Ted:** No, thanks Mum. I've already eaten. I got up early. Did you see some sandwiches? I made some sandwiches earlier. They were right here.

**Mother:** They're in the fridge. You have enough sandwiches to feed a small army. Why don't we do something together today?

**Ted:** I'm sorry, Mum. But I'm busy from morning till night.

**Mother:** Where are you going?

**Ted:** To the park.

**Mother:** Why? What's happening at the park?

**Ted:** Don't you remember, Mum? It's Riverdale Day.

**Mother:** Oh, that's right. Today's the day when everyone helps clean up the town parks.

**Ted:** You know they're doing something special to improve the playground area.

**Mother:** They want to make it bigger or smaller?

**Ted:** Not bigger, it's big enough. Mostly they want to make it safer. Do you remember my friend Jimmy? He broke his arm on the playground last year.

**Mother:** Jimmy? The tall guy with freckles on his face? He has a job as a lifeguard at the town swimming pool. Right?

**Ted:** That's right. He and I will be working together today. Jimmy's father is a builder, and he's bringing a tractor to make the rough ground smooth. He doesn't want Jimmy to break his arm again.

**Mother:** There must be something I can do to help you. I could do some painting or any other job.

**Ted:** Thanks, Mum but you've been working so hard. You should just rest this weekend.

**Mother:** OK. Do a great job!

**Ted:** We will.

**Mother:** Take care.

**Ted:** Bye.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

### **Задания A8 – A14**

*Вы услышите интервью с иммигрантом из Кении. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Can you tell me where you were born and about your family?**

I was born in Nairobi, Kenya, in 1934. I was one of eight children. My mother didn't go to work, she was a housewife, but my father was a tailor, a master tailor. He used to make clothes privately for people. And it was a very, very hard time for him to support us financially. The size of the family probably made it doubly hard and the allowances for children were very small. They didn't really help. I think it was made even harder because my father was self-employed and he worked from home. I don't think this gave him any financial stability, as there were days when there were no clients. We just had to live from hand to mouth from day to day. Yes, I think those were very hard times for my parents.

**What was this area like where your house and workshop were?**

The area had lots of terraced houses. They were very simple. Our house had a veranda in front, two rooms, and a veranda at the back. This was because of the

tropical weather. They gave some sort of shade. The primitive kitchen was located in a courtyard. No electricity, no gas, and there was only a pipe for water which was a communal one. Everyone used to bring water in buckets into the house. The area was residential. It was about say an hour's walking distance to the railway station. And schools were quite far away from there.

**Where did you go to school?**

Well, it was one of the well-known British Government Primary Schools with a team of qualified and experienced teachers. It later changed to the Duke of Gloucester School just because the Duke of Gloucester happened to go there as a visitor one day. The school was a very nice place and beautifully designed too. All by English architects here in Kenya, and most of the materials were shipped from England. I was very happy there overall. And I think I got a very good standard of education there as well. I remember well the day when the Duke came to school. When I think back about that, it makes me laugh. In my opinion, some officials just wanted to make themselves look important. Everybody wanted to shake the Duke's hand. Maybe I'm being cynical, but on reflection, I don't think the officials really behaved very nicely. Their behaviour was very false, I think. They just wanted to show themselves in a good light.

**When you were at school, I mean did you learn much about Britain and about London?**

Yes. I did learn about the history of Great Britain. Very little was taught to us about Kenya itself. I also learned about the history of the world. Things like that, but very little of my own culture or history. You might wonder if that puzzled us, but I can honestly say that at that time we were not bothered about it. I honestly think that we just got on with whatever we were told to do. I never realized that things could or should have been any different.

**What was life at home like at this time?**

Life was quite difficult. There wasn't much money coming in and we were very much restricted in food. There was plenty of cheap fruit available, like bananas and oranges. But sometimes we wished we could afford things like ham or cheese, but it never became an obsession. We just thought it would be nice to have some luxury things. I think that would be the normal reaction of any child. I don't think we were exceptional in that.

**Were your friends mainly from school?**

Oh yes, yes. They were mostly from school. As soon as we came home we used to go out and play until mother got very angry and called us in. I loved that time after school when we were free just to do whatever we wanted. School rules were quite strict, you know, and we had to behave well and sit still a lot. So it was great just to be wild for a bit.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**This is the end of the Listening Test.**

## Приложение 2

### Ответы

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответ	№ задания	Ответ	№ задания	Ответ
A1	2	A15	3	A22	3
A2	1	A16	3	A23	2
A3	1	A17	1	A24	4
A4	1	A18	4	A25	3
A5	2	A19	3	A26	2
A6	1	A20	2	A27	1
A7	3	A21	2	A28	3
A8	1				
A9	2				
A10	2				
A11	1				
A12	3				
A13	1				
A14	3				

№ задания	<u>Аудирование</u>
B1	AGFCED
<u>Чтение</u>	
B2	DFGCABH
B3	DGAEBC
<u>Грамматика и лексика</u>	
B4	wereheld
B5	coming
B6	mostimpressive
B7	waschosen
B8	could
B9	women
B10	didnotcome <или> didn'tcome
B11	politician
B12	awareness
B13	activities
B14	responsibility
B15	annually
B16	global



## Приложение 3

### Схемы оценивания выполнения заданий раздела «Письмо» (2008 г.) (Максимум 20 баллов)

Критерии оценивания выполнения заданий C1 – C2

Баллы	Решение коммуникативной задачи (содержание)		Организация текста	
	K1 (C1)	K1 (C2)	K2 (C1)	K2 (C2)
<b>3</b>	<b>Задание выполнено полностью:</b> содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости		Высказывание логично; средства логической связи использованы правильно; текст разделен на абзацы; оформление текста соответствует нормам, принятым в стране изучаемого языка.	
<b>2</b>	<b>Задание выполнено:</b> некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи; в основном соблюдены принятые в языке нормы вежливости.		Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения в оформлении текста.	
<b>1</b>	<b>Задание выполнено не полностью:</b> содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто; в основном не соблюдаются принятые в языке нормы вежливости.		Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в оформлении текста.	
<b>0</b>	<b>Задание не выполнено:</b> содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему.		Отсутствует логика в построении высказывания; текст не оформлен.	

Баллы	Лексика	Грамматика	Орфография и пунктуация
	К3 (C2)	К4 (C2)	К5 (C2)
<b>3</b>	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки.	
<b>2</b>	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением
<b>1</b>	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста.	Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста.	Имеется ряд орфографических и / или пунктуационных ошибок, которые не значительно затрудняют понимание текста.
<b>0</b>	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.	Правила орфографии и пунктуации не соблюдаются.

**Схемы оценивания выполнения заданий раздела  
«Говорение» (2008 г.)  
(Максимум 20 баллов)**

Критерии оценивания выполнения заданий С3 – С4

Баллы	Решение коммуникативной задачи (содержание)		Взаимодействие с собеседником	
	К6 (С3)	К6 (С4)	К7 (С3)	К7 (С4)
<b>3</b>	<b>Задание полностью выполнено:</b> цель общения успешно достигнута, тема раскрыта в заданном объеме, социокультурные знания использованы в соответствии с ситуацией общения		<b>Демонстрирует способность логично и связно вести беседу:</b> начинает, при необходимости, и поддерживает ее с соблюдением очередности при обмене репликами, проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя.	
<b>2</b>	<b>Задание выполнено:</b> цель общения достигнута, однако тема раскрыта не в полном объеме, в основном социокультурные знания использованы в соответствии с ситуацией общения.		<b>В целом демонстрирует способность логично и связно вести беседу:</b> начинает, при необходимости, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при смене темы, демонстрирует наличие проблемы в понимании собеседника.	
<b>1</b>	<b>Задание выполнено частично:</b> цель общения достигнута не полностью, тема раскрыта в ограниченном объеме, социокультурные знания мало использованы в соответствии с ситуацией общения.		<b>Демонстрирует неспособность логично и связно вести беседу:</b> не начинает и не стремится поддерживать ее, не проявляет инициативы при смене темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника.	
<b>0</b>	<b>Задание не выполнено:</b> цель общения не достигнута.		Не может поддерживать беседу.	

Баллы	Лексическое оформление речи	Грамматическое оформление речи	Произношение
	К8 (С4)	К9 (С4)	К10 (С4)
<b>3</b>	Демонстрирует словарный запас, адекватный поставленной задаче.	Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок	
<b>2</b>	Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении.	Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания.	<b>Речь понятна:</b> соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; практически все звуки в потоке речи произносит правильно.
<b>1</b>	Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи.	Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание.	<b>В основном речь понятна:</b> не допускает грубых фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.
<b>0</b>	Словарный запас недостаточен для выполнения поставленной задачи.	Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи.	<b>Речь почти не воспринимается на слух</b> из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.

Примечание: Критерий «Орфография и пунктуация» (K5) в разделе «Письмо» и критерий «Произношение» (K10) в разделе «Говорение» оцениваются по шкале 0 – 2 балла.

Эксперты оценивают выполнение заданий C1 по критериям K1 и K2, задание C3 по критериям K6 и K7. Задание C2 оценивается по критериям K1 – K5, задание C4 по критериям K6 – K10).